



Social Interaction Model

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Abstract:

Models of Teaching have been defined in a number of ways. Some of the important definitions of teaching models are given here to have a wider perspective of this concept. Allen and Rayn (1969): Modeling is an individual demonstrating particular pattern which the trainee learns through imitation. Baundura (1969): Modeling demonstrates that virtually all learning phenomena resulting from direct experiences can occur on a vicarious basis through observation of other person's behavior and its consequences for them B.K. Passi L.C. Singh and D.N. Sanaswal (1991): A model of teaching consists of guidelines for designing educational activities and environments. Model of teaching is a plan that can also be utilized to shape courses of studies to design instructional material and to guide instruction. Educators and psychologist have designed several types of teaching models which provide suitable guidelines to the teachers for modifying the behavior of the learners.

Keywords: Education, Model of teaching, Social interaction model

1. Introduction

As a matter of fact some of the models of teaching have been in existence since time immemorial. In simple language a model of teaching may be defined as a blueprint designed in advance for providing necessary structure and direction to the teacher for realizing the stipulated objectives.

2. Sources of Models of Teaching

Four important sources from which all the models of teaching have been derived are given below.

- **The Information Processing Sources.** The model of this category emphasizes the use of specific strategies within academic disciplines which lead to the development of creativity and general intellectual ability of learners.
- **The Social Interaction Sources.** The model of teaching of this category emphasizes the important of social relationship of the person and are based on the assumption that social relation is the vehicle of education
- **The Personal Sources.** Personal and emotional life of the individual and their internal organization as it affects relationship with this environment are the sources of this category of models.
- **Behavior Modification as a Source.** The operant conditioning theory built by B.F. Skinner is the origin of this type of model which is purely a psychological model and is used in most of the teaching strategies developed in the last two decades.

3. Social Interaction Model

Social Interaction Model stresses the relationship of the individual to the other persons and to the society. Social Interaction models are instructional methods used by teachers in the classroom to facilitate group work. It is a student centred teaching approaches that allows students to interact with each other in a structured on task manner. In this strategy, students take on the role as a

facilitator of content by helping their peers construct meaning. The students are allowed to question, reflect, reconsider, get help and support, and participate in group discussion. The three most common strategies include group project, group discussion, and cooperative learning. These interactions normally occur face-to-face but are not limited to this type of interaction with the assistance of online tools and technologies. The stages of instruction using the social interaction models begin with an introduction lead by the instructor. The learners then break into groups, and the instructor continues to monitor and assess teams and their work. Finally, the teams conclude with their results/findings.

4. Social Interaction Strategies

Social interaction strategies begins with an introduction of the topic/objectives by the instructor. The students then transition into teams by a predetermined method. The instructor must continue to monitor teams so they stay on task and for assessing purposes. The groups must then produce their findings. Within social interaction the instructor facilitator and student take on specific roles. The instructor must explain the concept topic and organize the group. The process and rules of working as teams will need to be taught and reviewed to build team skills and group cohesion. During the process, the instructor must provide content focus and review. Interaction must be student to student. Students must be active and responsible for their learning, both acting as a facilitator and learner. Students will be able to explain content to one another as well as the entire class. The team working skills of compromise, negotiation, and motivation are used during the learning process.

5. Steps to implementing Social Interaction

1. Introduction of concept by facilitator
2. Students group into teams.
3. Students negotiate, compromise, and explain concepts to another while facilitator monitors.
4. Students assess their work.
5. Students present findings.

6. Social Interaction and Technology

Today's classroom is not limited to the traditional school. Technology enhanced learning and compressed video classrooms are becoming more popular as these machines make the internet and video conferencing more convenient, financially friendly, and easier to assess. Since the Social Interaction Method depends on the students to interact with one another, this is where technology comes in. Discussion boards and chat rooms are some examples that allow for the social contact of students while using technology. The teachers can then monitor students, promote on task behaviours, and help students through e-conversations. A main source of technology these days is the Internet and the unlimited amount of information we get from it. The Internet, e-mail, blogs, and any website you can think of, keeps us connected and learning without even having to come to class.

7. Advantages and Disadvantages of Social Interaction Teaching Strategies

Social Interaction Models can be advantageous to teachers for many reasons. These models are student centered so they engage a higher level of thinking. Because the method is student centered it promotes meaningful learning. It can be beneficial to students that work well in a cooperative setting, and can be used to promote leadership, team work and problem solving skills. This strategy is most beneficial to students that work well in a cooperative environment rather than a competitive one. Some students are able to learn more efficiently and be more motivated when working together with their peers rather than by themselves. Because students

work together in groups they learn to use leadership as well as problem solving skills. They also learn to work together as a team to produce a desired outcome.

Social Interaction Models have some notable disadvantages. The process of social interaction is time consuming. The focus on the process of the model may make it difficult to reach all content objectives. The process of social interaction should be taught explaining rules, responsibilities and procedures. Group dynamics may also inhibit student learning. Some students may not participate while others take on the full project. Handicaps students may find it difficult to participate. The instructor should make sure to consider their student make-up so as not to limit physical and social handicaps. Instructors must consistently monitor group behaviour to maintain on task behaviours.

8. Different types of Social Interaction Models

There are different types of social interaction models from which a few follows

1. Jurisprudential inquiry
2. Group investigation
3. Social inquiry
4. Laboratory method
5. Role playing
6. Social inquiry
7. Social stimulation

9. Analysis of Student Learning

Weekly self-evaluation notes from students helped the instructor understand how and how much they were learning, what concerns they had, and how they wanted to improve their debate. This, in turn, helped the instructor consider how to guide their learning throughout the semester.

In the beginning of the semester, students' reflections showed that they were not familiar with the jurisprudential inquiry model and thought that they did not express themselves.

10. Conclusion

It may be noted that all the models are not mutually exclusive. We find that characteristics of one model apparent in some other models. Further, we find that information processing models, besides focussing on the development of intellectual skills and the acquisition of content, are also concerned with the development of social relations. Besides, some interaction models emphasise also personal development of the individual.

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